Positive Behaviour Policy

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Approved By	HISP Board of Trustees
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Hampshire - Isle of Wight - Southampton - Portsmouth
Multi Academy Trust

HISP Multi Academy Trust
Portswood Primary School
Positive Behaviour Policy

At Portswood Primary School we are dedicated to establishing a safe and caring environment in which the children can learn. Children's welfare is given a high priority and all behaviour is seen as communication. We aim to develop children's understanding of their own and other's behaviours and ensure that all are pupils, teachers and others working in the school are valued.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

At Portswood Primary School we aim to:

- Create a community in which mutual respect is the principle for all relationships
- Ensure that children and adults display high standards of good behaviour and courtesy at all times
- Cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences
- Ensure that pupils develop self-esteem and self-discipline
- Prevent aggressive behaviour and bullying
- Provide clear guidelines to staff, pupils and parents about standards of behaviour and the range of rewards and sanctions that are applied
- Fully involve all members of the school community in the application of this policy
- Remember pupils have a right to learn and teachers have a right to teach

Our success is measured not by the absence of problems but by the way we deal with them.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Bullying and child on child abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, references to gender and gender stereotypes
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We take this type of behaviour very seriously and actively seek to reduce its occurrence by;

- Promoting a culture where children are willing to report incidents of bullying
- Using the curriculum to raise children's' awareness of bullying and to provide opportunities to discuss issues relating to bullying.
- Rewarding pupils for demonstrating caring, friendly behaviour in class and on the playground through the sticker system.

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- Using circle time regularly in order to raise self-esteem and mutual respect and develop a forum where friendship problems can be discussed.
- Incorporating the Personal, Social and Health Education curriculum. Each year group should focus on bullying twice each year to discuss friendship (making friends, solving disputes) and bullying issues.
- Reminding parents of their responsibility to only allow their children to interact with age appropriate games, websites and materials – social media, for example, should not be used by pupils of a primary age.

Child on child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse), and that it can happen both inside and outside of school. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

• sexual violence (this may include an online element which facilitates, threatens and/or encourages sexual violence);

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

• consensual and non-consensual sharing of inappropriate images and/or videos (also known as sexting or youth produced sexual imagery);

• upskirting, and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Process for Dealing with bullying and child on child abuse

All cases of bullying and child on child abuse are taken seriously, and senior members of staff will investigate the matter fully. If evidence of bullying is found, senior leaders and class teachers will work together to support all the children involved. It is against the law to discriminate against anyone on the basis of the protected characteristics. Any behaviour that discriminates against any of those characteristics will be considered bullying. The 9 protected characteristics are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Parents will be kept informed and meetings set up as appropriate. Any concerns over bullying or child on child abuse should be brought to the attention of the senior team in order to allow for a thorough investigation.

The investigation into any allegation will inform whether we need to manage the incident internally, refer to Early Help, refer to Children's Social Services or refer to the police.

4. Roles and responsibilities

4.1 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, The Headteacher will also monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.2 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

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4.3 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work with the school in ensuring their child engages positively with the school rules
- Interact positively with school staff if issues around behaviour arise, appreciating that the behaviour policy is followed to keep everyone safe and promote effective behaviours for learning

5. Pupil code of conduct

Pupils are expected to:

- Always treat people as we wish to be treated ourselves
- Follow directions immediately
- Keep hands and feet to ourselves
- Walk quietly in and around the school
- Speak quietly and listen without interrupting
- Take care of our own and other people's property

In addition to these 6 key principles it is also expected that pupils will not engage in anti social, non age appropriate activities or behaviours (for example vaping, use of social media, the consumption of energy drinks in school).

6. Rewards and sanctions

6.1 Guidelines for implementation

Our School adopts a positive approach to behavioural issues.

- All members of the school community are responsible for ensuring consistently high standards of behaviour at all times.
- The attitude of all staff towards the implementation of this positive policy is of vital importance, it is the adults within the school who determine the environment in which good relationships can develop. For example, we aim to:
  - Start dialogue positively
  - Greet pupils with a smile
  - Deal with misbehaviour - to ignore it is to condone it
  - Set high standards of speech, manner and dress
  - Build positive relationships with children
- Developing correct attitudes towards behaviour is an important part of the school curriculum and children are taught from Year R onwards. It is important that teachers monitor this to ensure all pupils are fairly rewarded. Teachers model:
  - how to behave properly in class and towards each other
  - how to recognise bullying and treat it seriously
  - how to tell an adult about bullying or other unwanted attention

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- The general ethos of a class should always emphasise positive behaviour and attitudes towards one another, as well as pride in everything we do. Good behaviour in class is very strongly influenced by the quality of classroom management and teaching. A calm working atmosphere should be encouraged and talking should always be related to the task. Noise levels should always be under proper control.
- It is recognised that some children find it difficult to behave well all the time and for those children it may be appropriate to use additional measures. However, we should always promote high standards of behaviour from all children.
- Expectations of behaviour in the shared areas of the school should be the same as those in the classroom.
- Good behaviour should be praised and instances of poor or discourteous behaviour must not be ignored.
- Everyone in the school should expect to give and receive respect.
- Class teachers should always log instances of seriously poor behaviour using the school's recording system.
- The duty staff and lunchtime supervisors should properly monitor playground behaviour.
- Adults other than the school staff should not normally be put in a position whereby they are responsible for correcting pupils' behaviour.
- For pupils with SEND, where appropriate, a tailored approach or individual behaviour plan may be adopted.

In certain circumstances it may be required to apply reasonable, proportionate and necessary physical intervention.

6.2 The Use of Praise and the House Point System

Ensuring that the children know that we are pleased with them is central to the success of this policy. There is a house point system that exists right through the school from Year R to Year 6. We hope to raise children's self-esteem through the regular and **consistent** use of praise and house points for achievement, as well as through the Friday Celebration Assemblies.

All adults in the school are able to issue house points to any child for high academic effort or acts of kindness or helpfulness.

Class teachers may decide that a particular piece of work deserves a Headteacher's award and liaise with the Headteacher as to when to send the child to the office. The Headteacher will provide the child with a sticker and the work will be shared in a display book at the office.

Friday morning's assembly is celebration assembly and part is given over to 'Star of the Week' which allows class teachers the opportunity to praise publicly children who have made notable contributions to school life and work. It is envisaged that most children will have their work celebrated at some time during the year during the assembly and teachers should keep a record of pupils whose work has been celebrated to ensure that this happens.

In addition, there can also be a system for encouraging good behaviour in every class. An example of this is whole class smiley face charts, marbles in the jar, raffle tickets etc.

Sweets should not be awarded for achievement or behaviour. Class teachers should liaise with the Deputy Head for inclusions when considering whole class reward systems.

Attendance is rewarded in a number of ways both individually and collectively. Pupil's attendance is recognised weekly in assembly with the strongest attendance from each Key Stage receiving a golden ticket. The classes from each Key Stage with the least number of lates also receives a golden ticket. These tickets are 'cashed in' at the end of term for golden time. The more a class earns the more golden time they receive. Children also contribute to their 'houses' attendance figures. At the end of term house points are distributed to each house depending on their position with regard to attendance. These points contribute to a houses overall collection of points and results in a termly house wide reward.

It is important to catch children being good by praising and encouraging.

6.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Staff may discipline pupils for misbehaviour when the pupil is:

• taking part in any school-organised or school-related activity

• travelling to or from school

• wearing school uniform

• in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

• could have repercussions for the orderly running of the school

• poses a threat to another pupil or member of the public

• could adversely affect the reputation of the school.

This includes behaviours online. In all cases of misbehaviour, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

6.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

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7. Behaviour management

7.1 Steps for Dealing with Misbehaviour

Step 1: Verbal warning/reminder of expected behaviours

Step 2: Name on the board/verbal instruction to change a specific behaviour

Step 3: Child sent to another class for 5 minutes. Any behaviours that reach step 3 or beyond are logged and shared with the Deputy Head. These are also shared with parents.

Step 4: Child spends the remainder of the lesson in the Phase Leader's class to complete their work.

Step 5: Parents are contacted by the Deputy Head via phone to discuss their child's behaviour.

Step 6: Formal meeting/Headteacher's measure. Parent, teacher, Phase Leader or Deputy Head or Headteacher (and child at appropriate point)

Children move through the steps for repeated bad behaviour and have a 'clean slate' at the start of each morning and afternoon. Sanctions **may** be carried over to the following day in situations where they cannot be carried out on the same day. If a child is noted to repeatedly reach step 3 or 4, the Phase Leader will work with the Deputy Head to explore possible reasons for the behaviour and feedback to parents.

Children who do not complete work due to poor behaviour may be expected to complete a task during some of their break time or lunchtime.

Some misbehaviour will be dealt with at Step 5 immediately. This includes items such as:

- blatant rudeness, such as swearing and answering back
- violence between children/unsafe behaviour
- refusal to co-operate
- theft
- cases of bullying (after investigation by the Phase Leader or Senior Leaders)

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The list of prohibited items is (as set out by the DfE, Searching, Screening and Confiscation document 2022):

• knives and weapons;

• alcohol;

• illegal drugs;

• stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

• to commit an offence, or

• to cause personal injury to, or damage to property of; any person (including the pupil)

In the most serious cases, misbehaviour may be dealt with at Step 6 level.

See **Appendix 1** for details of the steps for Key Stage 1 and Key Stage 2.

Our primary focus at school is the children's education and well-being. Any behaviour that jeopardises these values will require immediate cooperation from the parents.

Headteacher's measures are at the discretion of the Headteacher and may include removal of privileges, removal of a treat, lunch time detentions, internal exclusion, external exclusion. In the absence of the Headteacher, the appropriate member of the Senior Leadership Team will liaise with the Headteacher to implement sanctions. For a small minority of children, in conjunction with parents and outside agencies, there may be a requirement for individual rewards and sanctions.

When dealing with issues, we aim to:

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Target the behaviour, not the child
- Use punishment sparingly

7.2 Lunchtime Behaviour

All cases of misbehaviour are dealt with by the Lunchtime Supervisors in the first case and the appropriate class teacher is informed. These children are dealt with as if they have reached step 1.

Lunchtime supervisors should not ignore any children telling them of an incident and must deal with it appropriately, seeking help from the teacher on duty if required.

The Headteacher or Deputy Head must be informed of any serious incident, a Step 5 incident, immediately. The Headteacher is informed of all incidences at the end of every day.

In cases of extremely bad behaviour which merit being dealt with at step 5 (see previous page for examples), these children are dealt with either by the person on lunch duty or a member of the Senior Leadership Team.

7.3 Physical restraint/positive handling

In certain circumstances it may be required to apply reasonable, proportionate and necessary physical intervention. The school follow guidance set out by the DfE which state that all members of school staff have a legal power to use reasonable force. At times, this can be as simple as offering a supportive hand for a child to take and for pupils with SEND, physical support can be a necessity to support them in accessing our school site. Refer to Positive Handling Policy for more information.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and The Trust every 4 years. At each review, the policy will be approved by the Headteacher.

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Appendix 1: Steps for dealing with misbehaviour

Key Stage 1

	Step	Sanction Descriptors
★		Excellent work, helpfulness, manners or effort will be recognised by children being moved onto the star and earning them a star slip at the end of the day.
☺		Children all start here at the beginning of every day.
	Step 1	Verbal warning
😐	Step 2	Child moved down to orange face.
☹	Step 3	• Name moved down sad/red face. • Child to spend 5 minutes in another class • Teacher informs parents at the end of the day.
✖	Step 4	• Sent to Phase Leader's class • Child to discuss with Phase Leader (at appropriate time) Phase Leader to inform parents at the end of the day.
✖✖	Step 5	• Child to meet with inclusion team. • In absence *of inclusion team, child to meet with SLT.* • Parents contacted by SLT.

Note: Children move through the steps for repeated bad behaviour and have a 'clean slate' at the start of each morning and afternoon. Sanctions **may** be carried over to the following day in situations where they cannot be carried out on the same day.

If a child is noted to repeatedly reach step 3, the phase leader will investigate and meet with parents.

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Key Stage 2

Step	Sanction	Who is responsible	Examples that lead to sanction
Step 1	Verbal warning	Class teacher	• Calling out • Not engaging with tasks as requested • Distracting others • Silly behaviour • Low level rudeness
Step 2	Name on the board	Class teacher	As above
Step 3	Child to 5 minutes in another class • Parents are informed at the end of the school day. (A brief explanation as to why they were asked to leave their class) • Teacher logs incident with inclusion team	Class teacher	As above
Step 4	Child moves to another class to finish the lesson • Parents are informed at the end of the school day. • Teacher logs incident with inclusions team	Phase Leader	As above
Step 5	Child is out of class and meets with inclusion team. • Parents are informed by phone by the Deputy Head In absence of the Deputy Head Inclusion, another member of the SLT will contact a parent.	Inclusion Team	• Swearing • Answering back • Refusal to cooperate • Persistent negative behaviour • Violence • Racism
Step 6	Headteacher's measures Examples might include – removal from playground, internal exclusions, external exclusions	Headteacher	• Violence towards staff • Vandalism towards property Continued defiance and reoccurrence of Step 5.

Note: Children move through the steps for repeated bad behaviour and have a 'clean slate' at the start of each morning and afternoon. Sanctions may be carried over to the following day in situations where they cannot be carried out on the same day.

If a child is noted to repeatedly reach step 3 or 4, the Deputy Head for inclusions will investigate and meet with parents.

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